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ABSTRACT

Serious attention should be paid to analysis of the ideological, social, and educational factors that influence Israel's secondary school curriculum. The values of the kibbutz and its educational system are not included in existing school courses and should be integrated into the social studies curriculum. More than 400 curricula, used in schools which have been involved in the three main Israel kibbutz movements, were analyzed. As a result, a curriculum for kibbutz studies was designed which included the themes of: (1) the kibbutz as part of Zionist constructivism; (2) the kibbutz as a socialistic unit; (3) the kibbutz as a way of life; and (4) the measurement of ideological balance. The curriculum was designed to present a comprehensive analysis of ideological, social, and educational factors, to meet kibbutz students' needs, and to permit ongoing revision. Courses were developed by a national curriculum design committee, and both local and regional training courses and workshops were held. Student teachers were trained in the program's implementation at the Haifa University School of Education. A special committee designed course materials on the subject and values of the kibbutz which could be taught in non-kibbutz schools. (JHP)

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# THE USAGE OF AN IMPROVED SYSTEMATIC "ANALYSIS SCHEME" FOR CURRICULA, WHICH INCLUDES AN HISTORICAL, IDEOLOGICAL AND SOCIAL ANALYSIS

by

Yuval Dror

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**Yuval Dror, Oranim**
**(The School of Education of the Kibbutz Movement - Haifa University, Israel):**

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**The Usage of an Improved Systematic "Analysis Scheme" for Curricula, which includes an Historical, Ideological and Social Analysis**

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(Widening of a part from a Thesis about
"The Formation of "Kibbutz Studies" Curricula in the Kibbutz Movements - Ideological, Social and Educational Analysis", the Hebrew University, 1984)

A B S T R A C T
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The research includes the analysis of the expressions of the social and educational ideology and elements in the curricula - and the ideological, social and educational elements that influence the curricula. The analysis is based on the "Open Systems Approach": the "Curriculum System" (which includes three subsystems - "Ideology", "Knowledge" and "Didactics"); surrounding it - the "Education System" and the "Society System".

The research deals with the curricula for teaching the subject of "Kibbutz" to the second generation in the high-schools of the three main kibbutz movements. The research is divided into three periods - the second period being a transitional one: 1924 - 1951; 1951 - 1967; 1967 - 1981.

The research methods are the historical one, aided by "Curriculum Analysis Scheme" that was constructed from the main terminological framework of the research. The Scheme includes the components of the three subsystems in the curricula, and renewed terms of curricular "Balance" and "Integration".

The "Kibbutz Studies" curricula were improved only in the third period (1967-1981);(especially those of "HaKibbutz HaArtzi"; it happened because of the "Inner" kinds of "Balance" and "Integration" in those curricula). Only few curricula were published in the first period (1924-1951), while there were many in the second period and olso in the third one (only of "HaKibbutz HaArtzi").

The conclutions of the historical research were fulfilled in the curricula of "Oranim", according to the different sorts of "Balance" and "Integration". Their innovations show possible directions for development and research according to the conclusions of this work.

## G O A L S

The main goal - researching an historical case-study.

Secondary goals:

- Drawing possible conclusions, innovations and directions for development and research

- Constructing "Curriculum Analysis Scheme" for Social-Studies curricula

## C O N C L U S I O N S

- Curricula in the Social-Studies (and other disciplines) will be improved when there will be "inner" kinds of "Balance" and "Integration" ("Ideological Balance"; "Balance of Knowledge"; "Didactical Balance"; "Inner Curricular Integration")

- Curricula will be developed in a great amount under two conditions:

  A. When there will be ideological-social crisis which will necessiate the "Balance" of the "Social System" by the "Curriculum System" ("Curricular-Social Balance").

  B. When there will be "Integration" of all the educational and social elements that are involved in curriculum development to a comprehensive and whole curricular process ("External Curricular Integration", or the "Integration of the Curriculum Elements").

Yuval Dror, Oranim (Haifa University - Israel):

## The Usage of an Improved Systematic "Analysis Scheme" for Curricula, which includes an Historical, Ideological and Social Analysis.

"Analysis Scheme" is defined by Eraut (1974) as "An organized set of questions and/or techniques for general application to given types of curriculum materials with the aim of elucidating their most important characteristics". The purpose of an "Analysis Scheme", according to Ben-Peretz, is for the educational use of teachers, educators and training teachers, who have to choose existing curricula, work with them and adapt them to the "field" and for developers (and producers) of curricula who make decisions about preparing curricula in the future - in the light of the analysis of existing curricula or through various combinations of the possible components listed.

In regard to these usages, serious attention should be paid to the analysis of the ideological, social and educational factors that influence the curricula. In spite of this, the existing schemes do not sufficiently stress the values of society and education and the reasons for their inclusion in the curricula. Stevens and Morrisset (1969) deal with this only in a few sub-categories in their scheme- "Community" and "Affective content" - which are very broad in their definition. Stevens and Morrissett's scheme is especially aimed at Social-Studies curricula. Other schemes deal with society in a lesser way, in the context of the curriculum goals that some of them have derived from the values of society. Ben-Peretz claims as well, that there is emphasis on the "Society" dimension, and this dimension is included in her scheme for Biology curricula - but she does not deal with reactions to social crises and the values which the curricula aims to change or complement within the pupils.

In contrast to the above examples, we shall present the ideological part of an improved systematic analysis scheme, that emphasizes the historical ideological and social aspects of the analysed curricula. (The term "improved scheme" is taken from Oliver's book, "Curriculum Improvement" (1977)). The schme was the main instrument of research work done on " The Formation of the "Kibbutz Studies" Curricula in the Kibbutz Movements" which we shall briefly describe. More than 400 curricula of the three main kibbutz movements that dealt with the subject "Kibbutz" were researched in two combined types of analyses: historical analysis, and analysis through three cross-sections - ideological, social and educational. All these types of analyses are concerned with the inner kibbutz circle, the external circles that surround the kibbutz - and the connections between them.

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The connection between the different types of analyses and the widening circles is made by use of the "Open Systems Approach". Three systems were defined : the "Curriculum System" (which includes three subsystems - ideology, knowledge and didactics) ; and surrounding it the "Education System" and the "Society - System".

An "Analysis Schme" for the "Kibbutz Studies" Curricula in the Kibbutz Movements

ISS : The Ideological Subsystem *

ISS/1. The Kibbutz as a Part of the Zionist Constructivism

ISS/1.1. The Kibbutz as a part of the Zionist Movement (and the Solution for the roblems of the Jews).

Iss/1.2. The Kibbutz as a Part of Israel and the Israeli Society.

ISS/1.3. The Kibbutz as a Part of the Settlement.

ISS/1.4. The Kibbutz as a Part of the Frontier Settlement.

ISS/1.5. The Work in the Kibbutz and the "Conquest of Labour" by the Kibbutz.

ISS/ 1.6.The Kibbutz as a Part of the Jewish-Arab Problem.

ISS/2. The Kibbutz as a Socialistic Unit

ISS/2.1. The Kibbutz as a Part of the Workers' Movement - the Israeli, the Jewish and the International.

ISS/2.2. The Participation of the Kibbutz in the Class Struggle.

Iss/2.3. The Identification of the Kibbutz with U.S.S.R. and the Communism.

ISS/3. The Kibbutz as a Way of Life

ISS/3.1. Equality, Collectivism and Democracy.

ISS/3.2. Inter-Movement Collectivism.

ISS/3.3. Inter-Kibbutz Collectivism.

ISS/3.4. Collective Education.

ISS/3.5. The Kibbutz as a Multiple-Generation Society (Integration of the Veteran and the Young Generations in the Kibbutz).

ISS/3.6. Absorption and Leaving the Kibbutz.

ISS/3.7. Culture and Identification with Jewdaism; Leisure and Higher-Education in the Kibbutz.

ISS/3.8. The Totality of the Kibbutz Economy.

ISS/4. The Measurement of the Ideological Balance .

What are the advantages of the present scheme over the previous ones?

A. The scheme deepens the analysis of the response that is included in the curricula towards the situation of society. It enables the exposure of values, contents and activities that are detailed in the existing curricula, and is accompanied

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by a comprehensive historical analysis of the ideological, social and educational factors, and their consequent inclusion.

B. Because of these it enables the scheme to answer the various needs more effectively; it more clearly exposes the curricula components for setting the existing curricula in motion, adapting them and drawing conclusions for the preparation of new curricula.

C. These advantages derive from the fact that the scheme is based on the "systems approach": The explanations for the three subsystems of the curricula (and the scheme) are taken from an historical analysis of the "Society" and "Education" systems. After the explanations have been found, it becomes possible to use those components of the curricula that balance the specific ideological and social situations when the curricula are taught, ot to develop new curricula that will balance this situation.

D. The schme used the systematic and curricular terms "Balance" and "Integration", which were detailed seperately in all the subsystems of the curricula and the scheme.

E. This innovation is unique because of the special application of the "systems approach" in an "Analysis scheme" of curricula : not only in modes of "inputs", "transactions" and "outputs", but also in widening the social context of curricula (see, for example, Banathy,1968; Davis, Alexander and Yelon, 1974; Romiszowski, 1981); this innovation follows the approach outline in T.L.Faix dissertation: "Toward a Science of Curriculum: Structural-Functional Analysis as a Conceptual System for Theory and Research" (Wisconsin, 1964) ).

( * The full Scheme includes the "Subsystem of Knowledge" (KSS), the "Didactical Subsystem" (DSS) and the Measurements of the Balance of Knowledge, Didactical Balance and Inner Curricular Integration).

## The terms " B A L A N C E " and " I N T E G R A T I O N "

The "Inner" "Balance" and "Integration" are expressed in the "Analysis Scheme" in four categories:

The Measurement of Ideological Balance means the Balance in the Ideological Subsystem: presentation of different, objective and pluralist attitudes and views of concrete issues.

The Measure ment of the Balance of Knowledge means the Balance in the Subsystem of Knowledge: between the different groups of Social-Studies and disciplines; between the Scopes of Cntent and the Integration and Separation of the content.

The Measurement of Didactical Balance means the Balance in the Didactical Subsystem: between the varied Learning Activities, which express Teaching-Learning theories and an educational approach, fusing both the Traditional-Formal and )pen-Nonformal approaches.

The Measurement of the Inner Curricular Integration means Integration into the three Curricula Materials.

The "External" "Balance" and "Integration" are:

The "Curricular-Social Balance" means the "Balance" of the "Social System" by the "Curriculum System", in case of ideological-social crisis which necessiates it.

The "External Curricular Integration", or the "Integration of the Curriculum Elements", means "Integration" of all the educational and social elements that are involved in curriculum development to a comprehensive and whole curricular process.

Yuval Dror, Oranim (University of Haifa, Israel):

## Systems Approach in the Integration of the Curriculum Elements *

The term "integration" - "The process of organization different parts into a whole of a higher order"- is written in the professional literature in regards to the S.M. and is not defined clearly.

The purpose of the "Workshop for Teaching the Kibbutz and the Labour Movement"in Oranim is developing curricula and training teachers for these two subjects in Israel and especially in the kibbutz movement.In order to achieve this purpose the Workshop renewed the term "integration of the Curriculum elements" and applied it in it's curricula.

The Workshop took into consideration the existence of three concentric systems:In the center - the Curriculum System,surrounding it the Education System, and the external is the Social System. The three systems exist ona local, regional and national level.The term "integration of the curriculum elements" means uniting all the educational and the social elements that are involved in curriculum development to a comprehensive and whole curricular process on the local, regional and national level.

The integration took place systematicly from the Workshop center in Oranim, regarding the curriculum elements of all the systems and on all the levels:

A. The Curriculum System - As a result of the activities of a central curriculum design group and the activities of local and regional training courses and workshops, curricula were published. All the didactic and the subject-matter materials of all the workshops, including those which were not published, were collected in "Teachers Center" in Oranim. Counselling was given in the Center to student teachers, teachers and groups of teachers in developing curricula in various scopes. A general didactical theacher's guide was published, based on the activities of the workshops, summarizingthe materials which can be found in the Center and distributing it in the field.

B. The Education System - The student teachers in Oranim were trained in developing school based curricula in academic courses. The Institute of Research on Kibbutz Education in Oranim, in cooperation with the School of Education in the University of Haifa and in participation with the Workshop leader, researched the curricula which are taught in kibbutz schools. The curricula were presented in teacher training sessions and in meatings of school principals and inspectors of the kibbutz movements, the Histadrut and the Ministry of Education and Culture. A joined group of the Workshop and the Curriculum Division in the ministry of education is developing a curriculum for matriculation on the subject of kibbutz in non-kibbutz schools. This is being done parallelly to another group that is developing curriculum in this subject for the higher classes in the kibbutz based on the activities of the workshops.

C. The Social System - The rationale for the Workshop was developed as a result of the deliberation of some groups of curriculum experts,educators and public leaders.The Workshop distributed its curricula and methods by the leadership of the edult education in the kibbutz movements.

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(* An example of the fulfillment of the historical research in the curricula of "Oranim")